



Harby C of E Primary School

Recording of Work Policy

Rationale:

How we record children's work and activities is important to ensure that we evidence the teaching and learning that is ongoing in school. This is helpful in supporting assessment of children's learning and will inform next steps in planning. We recognise that teaching and learning can take place in many different ways and that some activities lend themselves to specific types of recording. Recording of work may not always be through producing writing. Pupils may record their work in pictures, diagrams, photographs, interviews, videos, verbally, through paintings and models. Sometimes work is practical and physical – such as in drama and PE sessions. In order to capture the work that children complete as part of teaching and learning across all areas of the curriculum we have made a conscious decision to reduce the number of workbooks used by children. There are a number of reasons for this as detailed below:

- Having too many books can unnecessarily separate and fragment areas of the curriculum – we want children to see the links between areas, particularly the application of writing in all areas
- We want children to have a consistent effort and approach in all areas of the curriculum – having a limited number of books enables consistency to be closely monitored by the class teacher
- We want marking to be consistent and have an impact with children having time to read and respond. Having fewer books will enable pupils to review their complete range of work on a daily basis as they move on; giving them time to apply developmental guidance across all areas immediately

Aims of Recording of Work Policy:

- To have consistency across all year groups in school – books can be easily continued from one year group to the next and children will clearly understand the use of their books
- To help children understand that consistent effort should be applied across all subject areas
- To help children understand and see the links between curriculum areas through linked topic activities
- To support high expectations of recording and presentation in all subject areas
- To help children to apply writing across all areas and not see it purely as English
- To support the Marking and Feedback Policy in providing 'Target Time' for children to readily review and respond to work
- To provide evidence of teaching and learning across all areas of the curriculum
- To enable staff to evaluate the impact and effectiveness of their planned curriculum

Recording pupils' work in Reception:

It is recognised that practical work and a range of different learning activities will take place in Reception as part of the Early Years Foundation Stage. These are not necessarily formally recorded or have less written recording. Therefore the following will also apply to children in the earlier stages of school.

- Learning Journey notes and comments will recognise progress and areas for development
- Annotated photographs and video clips to show skills

Agreed books to be used in school from Year 1 – Year 6:

- Maths Book – squared paper
- Fiction Book – lined paper - to include elements of work that are creative across all subject areas
- Non-Fiction Book – lined paper - to include elements of work that are factual across all subject areas
- RE Book – lined paper
- Art Sketchbook – plain paper
- A3 folder for additional pieces of work that do not fit into the above books such as larger artwork

This policy applies to:

- Teachers
- Nursery Nurses
- Learning Support Assistants
- Supply Teachers
- Student Teachers and those on work placement

Monitoring:

The implementation of this policy will be monitored regularly by the Head teacher. This will take the form of book / work sampling from all classes and feedback will be given at a staff meeting.

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